



Volume and Issues Obtainable at Center for Sustainability Research and Consultancy

**Review of Politics and Public Policy in Emerging Economies**

ISSN: 2708-3829 (E); 2708-356X

Volume 2: No. 1, June 2020

Journal homepage: [www.publishing.globalcsrc.org/rope](http://www.publishing.globalcsrc.org/rope)

## CDA Linguistic Imperialism and CPEC: A Hegemonic View of the Emergence of a New Lingua Franca in the Region

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### ARTICLE DETAILS

#### History

*Revised format: May 2020*

*Available Online: June 2020*

#### Keywords

*Linguistic Imperialism,  
CPEC, Van Dijk Modal,  
discursive Practices*

#### JEL Classification

*M0, M2*

### ABSTRACT

CPEC (China Pakistan Economic Corridor) has become a hot cake for the analysts, business Tycoons, politicians, traders and above all the common person in many respects. It has become the centre of attention for the whole world for being “a game changer”, in the global market since China is getting access to big economies like Europe and Gulf states through it. Gawadar has become a Global eye catcher for becoming a future trade hub. This issue is being portrayed and manipulated in different colours on the national and international forums. The present study investigates its effect on the linguistic map of the world generally and on Pakistan particularly. The present study tries to shed light on the prospects of CPE as responsible for creating new linguistic changes in the region as well as in the world and its overall hegemonic acceptance. It is an analytical research of media discourse to expose the manipulation of social power and inequality on national, regional and global levels being reflected through text and talk in both social and political contexts. CDA is a methodological tool to unveil the biased language and to make the readers aware of manipulations strategies. The present study aims at make a critical discourse analysis of BBC (British Broadcast Company) Kuala Lumpur’s report published on 22<sup>nd</sup> February 2012 to investigate the manipulative strategy of the editor that how CPEC can be involved in a linguistic debate on global level and how it can disturb the linguistic imperialism. To meet this purpose a journal with the title of “Is English or Mandarin the language of the future?” published in BBC Kuala Lumpur has been selected to be analyzed on the modal of Van Dijk (2000) in terms of discursive strategies. The nature of the study is both quantitative and qualitative. The results are presented through numbers and tables to present clearer representation of findings. The results show a mixed approach towards the acceptance of the mega project and apprehensions of the stakeholders.



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**Recommended citation:** Anjum, R.Y. & Manzoor, F. (2020). Linguistic Imperialism and CPEC: A Hegemonic View of the Emergence of a New Lingua Franca in the Region. *Review of Politics and Public Policy in Emerging Economies*, 2 (1), 55-74

## 1. Introduction

English language is enjoying its elevated status as being the international language of the world. It is also the language of commerce and industry if we particularly talk about business. However, some recent analysis point out the prospects of Chinese Mandarin as a challenge for the status of English, particularly in the field of commerce and business. This is a fact that the NNS, non native speakers of English have grown much larger in number than NS, Native speakers of the English language as was indicated by Crystal (2003). According to a recent, report of British Council (2015), the speakers of English as second language are greater in number than the native speakers of this language. This may be a true notion according to a western perspective because when we talk about Asia in most of the business places, the Mandarin is observed as a common language. Asia is undoubtedly small so according to this study Mandarin may only rule Asia as a language of business.

### 1.1 Mental Models or Cognitive Models of Text Processing

In early 1980s the idea of mental models was used to analyze text processing as cited in Cognitive Context Models and Discourse, by Van Dijk Garnham (1987), Johnson-Laird (1983), Van Dijk & Kintsch (1983), Van Oostendorp & Zwaan (1994). These models are a representation of episodic representations of events and situations in text and talk, which are later described on the basis of observations, participation or experience. (Ehrlich, Tardieu & Cavazza 1993). The importance of such model is the vital role they play in providing a referential basis for the phenomenon in anaphoric way. They are creating coherence. (Albrecht & O'Brien 1993). These models helped in understanding that text creates a mental understanding indirectly by telling about the phenomenon. (Bower & Morrow 1990).

### 1.2 Background of the Study

The present study is analysing this prospect, taking BBC's report (2012), as a sample. (Appendix-A). The present study is dealing with the news report from critical discourse analysis perspective, using Van Dijk's Socio-cognitive Model (1993), of analysis of media discourse. This model explains that how media plays a powerful role in creating a mind set or mental models, as described by a much earlier study by Van Dijk (1983). This mind set is so influential that it can make or mar the real project through verbal expression. The phenomenon with which this study is dealing is of linguistic imperialism that is taking over of one language over others. This is not a new phenomenon as it has its vast history. This is directly related with the advent of political power in a region. The language of that political power that is usually a socio economic power too, which takes place of an existing language in the area, as it offers better prospects of connectivity and financial opportunities. This acceptance of a foreign language is a hegemonic process where people accept that language without any external pressure. This has happened in the past and will continue with the changing power play in the world. This is called linguistic imperialism in its extreme form.

### 1.3 Hypothesis

The inception of CPEC is a new dawn of another linguistic imperialism in the area. It will change the linguistic map of the world on social, economic and cultural bases. The present study tries to explore its effect on the linguistic map of the world generally and Pakistan particularly.

### 1.4 Objectives

The present study has following objectives

1. To explore the prospects of CPEC as creating new linguistic changes and its hegemonic acceptance as a new linguistic imperialist phenomenon.
2. To expose the manipulation of linguistic resources to control social power and inequality on national, regional and global levels
3. To analyse journalistic styles reflected through text and talk in both social and political contexts to hegemonies the linguistic resources CPEC

## 2. Literature Review

### 2.1 Linguistic Imperialism

It is a phenomenon of World Englishes. It can be defined as a situation of hegemony and dominance of one global language which is basically a foreign language, which is given more importance than the original national or local language of the people who use it. Historically it is deep rooted in the political power play of the civilisations, such as Latin's dominance in Roman Empire (1-4<sup>th</sup> century), Arabic dominance in Europe, (8<sup>th</sup> -14<sup>th</sup> century), Japanese dominance over East Asia, (18<sup>th</sup> –early 20<sup>th</sup> century) and recently English language's dominance after Second World War. 'Linguistic Imperialism' a term that was coined by Phillipson (1992), when he discussed the spread of English as an international phenomenon in his book, 'Linguistic imperialism', (OUP, 1992). This is very hot issue of Applied linguistics since 1990s. It was considered to be the sub-type of linguicism, or language death. It has given rise to a new dimension to the researcher in the area as it has created a great controversy since its inception. Now it is seen in the context of Cultural Imperialism, which is part of the linguistics analysis. Initially English language was taken as an example of this phenomenon but now the scene is changing with the spread of Chinese Mandarin as another emerging lingua franca of the world. It is now becoming a challenge to the English's exiting status of the only lingua franca of the world so far. It is considered to be a derogatory concept as threatening the identity of the users, as states Talbot, Atkinson & Atkinson (2003). Some recent examples of linguistic imperialism are of, French over English, in 1106, Japanese over Korean, Early 20<sup>th</sup> Century, Russian over Ukraine, Later 20<sup>th</sup> Century, English over Colonial languages, 20<sup>th</sup> and Crystal (2003) discusses 21<sup>st</sup> Century.

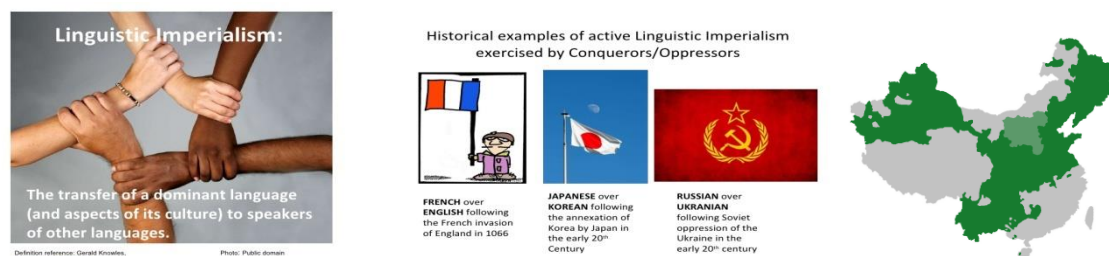


Figure 1

### 1.2 Linguistic Imperialism and China Pakistan Economic Corridor- CPEC

Pakistan and China are enjoying a bond of friendship spanned over more than seventy years, since independence. This long lasting bond dazzled the world by its recent development. CPEC-China Pakistan Economic Corridor is the current agreement to help both countries to solve their energy crises and economic stability problems. This is a unique project of its own type in the history of the region as China is planning to develop an economic corridor across Arabian waters, through pacific and Atlantic waters to Yellow sea. It will start from Kashghar, a province of China, pass through Kashmir, KPK, Central Punjab, Balochistan, Sindh and will reach Gawadar port. Gawadar has become a Global eye catcher. CPEC (China Pakistan Economic Corridor), a hot cake for the analysts, business Tycons, politicians, traders and above all the common man. It is being called a gate way to progress (Express Tribune 2017), economic regionalisation (Masood Khalid 2016), and above all 'a game changer' (BBC News, Gulf News, The Hindu, Dawn News 2015, 2017, 2016, 2016) for the rest of the world.

This paper is not touching its economic side but studying its linguistic effects on the region especially Pakistan. Everyone is interested in the cultural changes it will bring with the introduction of its language in the region. CPEC is a big project and the job expectancy is higher too. The skilled and unskilled labourers who want to be the part of this project are interested in learning this language. In this connection, many institutions in Pakistan are offering teaching options either short-term courses or detailed courses. National University of modern languages is also offering this program. (Appendix-C) The provincial government of Sindh is also offering it as a compulsory language at elementary level. (Appendix-D)

## 2.2 CPEC- Prospects of Chinese Mandarin as the Global Language

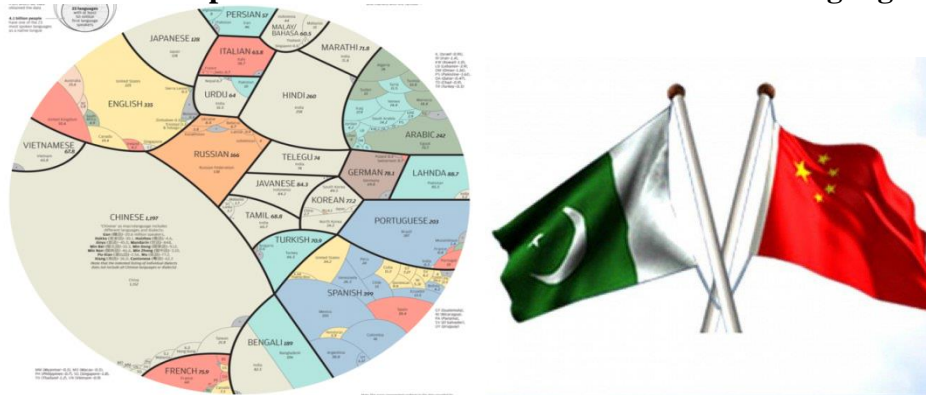


Figure 2

The head of the U.S.-China Institute appreciated greatly when the founder of Facebook Mark Zuckerberg talked with the students in Chinese during his visit to Tsinghua University Beijing (2014), (Appendix-E). He suggested that more Americans should learn Chinese because if we speak the language of a nation, we start to think like that nation and in this way we will be able to understand that how Chinese nation is organising the world and how they view the world. China may soon become a greater economy than U.S. but as far as the status of Mandarin as a global language is concerned, this is something a difficult thing to happen even in coming two generations. The reasons behind this point of view are;

- It is a tonal language and it is much difficult to learn than any other language
- The role of popular culture and media is very influential in the spread of a language
- The popularity and acceptance of American pop and hip hop culture and rule of Hollywood, American movies and music that is the centre of attention for all over the globe. Therefore, if Chinese has to be a language of the future it has to be as culturally acceptable as English is

According to the same report, there is also a fact that in America, parents are really interested to make their children bilingual and they send them to learn Chinese to bilingual Chinese schools. It has been noticed that in America and all over the world Chinese learners are increasing and particularly in America in 2009, almost 60,000 students were studying the Chinese Mandarin, and that is three times greater if we compare it to 1990.

If we take an Asian view then we come through a greater evidence of data, that according to an estimation of *China Daily* 400 million Chinese students have enrolled up themselves to learn English language, and that is greater in number than the total number of native English speakers in U.S. Another evidence of the dominance of English observed by a direct observer Adam Brock during the Asia-Pacific Economic Corporation (APEC) hosted by China in Beijing, that during the meeting the language of communication was English but not Chinese. The interest in Chinese is increasing day by day as it is becoming world's number one spoken language.(Appendix-I)

## 2.3 The Future Language of Business: English Vs Mandarin

In the context of the above discussion, there is a general discussion that throws light on the scene of this debate. Some Asian students commented under this report according to an Asian perspective that shows that Chinese would only be able to dominate Asia only in future if it sustains its dominance in any region. Tokyo University of Japan is the most prestigious one in the Japan which has already adopted the trilingual program for its students, and trying to produce students who can speak English, Japanese and Chinese. Recently Japan and China have been at odds with each other over the territorial disputes, but there is no doubt that we have to learn some of each other's language and culture in order to make our relationships better.

(2. Carol, Taiwan) Since Mandarin is already becoming the language for business and trade in East Asia but this might be difficult for native English speakers to learn it; while it might be easier for Asians to learn Mandarin than English. English is a difficult language to learn for those outside of Europe and saying that American pop culture dominates the whole world would be wrong as the reality is otherwise. The facts show that Korean pop culture is dominating in East Asia right now, and much of it is presented in Chinese because of the shared culture. The dominance of American pop culture has been losing its dominance in this region for quite a while.

### 3. Research Methodology

The present research is an analytical study of media discourse. CDA has been widely used as a methodology to uncover the biased use of language and to make the readers aware of manipulative strategies. The model of Van Dijk (2000) has been used to analyse the socio-cognitive undercurrents. The study is both quantitative and qualitative in nature.

#### 3.1 Sample Selected For the Analysis

The present study aims at making a critical discourse analysis of BBC (British Broadcast Company) Kuala Lumpur's news article published on 22<sup>nd</sup> February 2012 (Appendix-A). This article has been used to explore the manipulative strategies of the editor that how CPEC can be involved in a linguistic debate on global level and how it can disturb the pre-set patterns of linguistic imperialism. It is analyzed following Van Dijk (2000), socio-cognitive model (Appendix-B). For the said purpose a journal with the title of "Is English or Mandarin the Language of the Future?" published in BBC Kuala Lumpur has been selected to be analyzed on the modal of Van Dijk (2000) to investigate the discursive strategies.

#### 3.2 Van Dijk Model

Van Dijk (1993) presented a socio cognitive model of the analysis of text and talk. The model tried to explain the inter relationship of language and power dominance relations through text production and reception. The model divided the whole text into macro and micro levels.

#### 3.3 Background of the Media Report

The current news article describes the hot debate on the status of English and Mandarin in the near future. The facts described in the report are multi-dimensional. The reporter has tried to establish the importance of an existing language of power and an upcoming language of power. The critical analysis of the said discourse is as follows:

#### 3.4 Socio-Cognitive model of Van Dijk

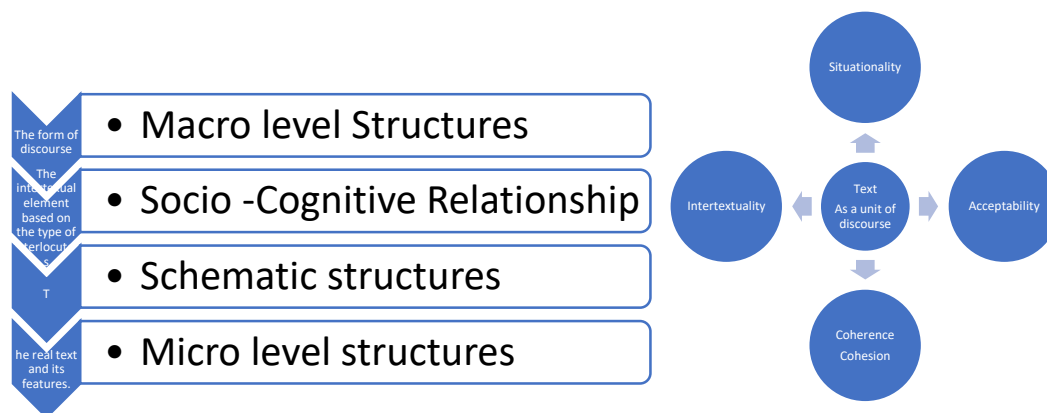


Figure 3 - The model consists of the following levels

**4. Data Analysis and Findings- BBC, (22<sup>nd</sup> Feb, 2012), Online sources**

Table 1  
Building a Background of the Report

Lines#	Text	Para# and its function
1.	Is English or Mandarin the language of the future?	1.Main thesis
2.	BBC News Magazine reports about the linguistic hegemony. English has been the dominant global language for a century, but is it the language of the future?	2.Main Thesis, Title
4-14	Mandarin Chinese is to challenge English globally	3.Building a scenario
14-19	An estimated 15,000 students from southern Johor state...	4.Current Situation
20-26	As a result, analysts say Malaysian graduates became less employable in the IT sector	5.Stating importance
27-33	Nearly three-quarters of the population in Singapore are ethnic Chinese	6.Presenting the proposition
34-37	These courses have proved popular	7. Importance

**Discussion**

The above table shows that how the writer is presenting the main thesis stepwise. Initially a background is built and the main participants of the talk are introduced.

The para#1, 2, is introduction of the report title and the main thesis of the report. The report

The Para#3, is building a back ground of the report, by providing evidences from the participants

The Para#4 is about the Current Situation of the issue and providing the reader a direct account of the details.

The Para#5 is Stating importance of the topic.

The Para#6, is presenting the proposition of the participants.

The Para#7, is suggesting the importance.

The style is intentionally kept direct so that the reader may develop a sense of attachment with main topic.

Table 2  
Presenting the Main Argument Structure

Line #	Text	Para# and its function
38-46	Some businesses are already desperate for Chinese speakers.	Cognitive structure 1
47-49	Bilingualism is indeed, China's clout is growing in South East Asia,	Cognitive structure2.
50-53	Even companies in China, who prefer to operate in Chinese, are looking for managers who speak both Mandarin and English	Cognitive structure3.
54-60	He believes bilingualism will triumph in South East Asia	Cognitive structure4.
61-66	Anti-Chinese sentiment means that young Vietnamese are choosing to embrace English	Cognitive structure 5
67-73	Many Vietnamese who have lost family members during the war are now studying in America	Cognitive structure 6
73-85	There are arguments for both on the economic front. But culturally, there is no dispute.	Cognitive structure 7



## Discussion

The above table shows that how the writer is presenting the main thesis stepwise. Initially a background is built and the main participants of the talk are introduced. The style is intentionally kept direct so that the reader may develop a sense of attachment with main topic.

The Cognitive structure1, is introducing that some businesses are already looking for Chinese speakers. Cognitive structure 2 is reinforcing that Bilingualism is indeed, China's influence is already growing in South East Asia.

Cognitive structure3, shows that even companies established in China, that prefer to operate their business in Chinese, are looking for managers who are bilingual in the sense that they can speak both Mandarin and English.

Cognitive structure 4, presents the point of view of the speaker who believes that bilingualism will gain the triumph in South East Asia.

Cognitive structure 5, Anti-Chinese sentiments means that young Vietnamese are opting to embrace English language.

Cognitive structure 6, shows the revengeful attitude of the people who have grudges against the Chinese government that results in disregard towards language. Many Vietnamese who have lost their family members during the war are now have moved to America and studying there.

Cognitive structure 7, shows that there are some arguments and disputes on the economic front but culturally there is no dispute.

## 4.1 Data Analysis and Findings

### 4.1.1 Access

The given report (Appendix-A), is a general comment on the opinions of different people being influenced by the changing scenario of linguistic hegemony in China and the countries around her. It is written in English language and is distributed by an English broadcasting agency that is well known all around the world about its regency and reliability of sources. It is to address international audience.

### 4.1.2 Genre

The genre is a news report that is considered the real essence of the edition of a newspaper. The selected genre is 'Letters to Editor' a section of the newspapers, which in the opinion of different writers is "among the few outlets available to the public for voicing opinion" (Kapoor and Botan, 1992, p. 5). Although there are some set 'rules of selection' (Wahl-Jorgensen, 2002) for the Letters to Editor, yet they provide a window for the readers' community to offer their opinions. The type of text is descriptive.

### 4.1.3 Communicative Acts and Social Meanings

The text is a dominant discourse of different participants who have their independent opinions.

The reporter has tried to present their discourses in a simple narrative. The motive is to build a balanced account of a hot issue. Most of the discourses are countering each other. The style is not argumentative but it is building a strong argument indirectly in the minds of the readers.

### 4.1.4 Participant Positions and Roles

The participants are the readers and writers of the report directly without any intermediate agency. The indirect participants are global policy makers, governmental agencies, the planners, policy makers and defense strategic partners. The passive roles of the readers are dominant, while the text producer plays the active role.

The reporter has tried to use first person pronouns and present tense to show the direct relation of the speaker and the reporter. This gives a rare quality to the report.

## 4.2 Speech Acts Used

The narrative speech acts have been used throughout the report to show the impartiality of the intermediate source.

#### 4.2.1 Macro-Semantics Topics

**The headline shows two things the existing position of English and the upcoming prospects of Chinese Mandarin in the scenario of world politics.**

The underlying debate is not about peoples of different countries and cultures but about the world's changing power politics.

#### 4.3 Superstructures

Supra structures of the text are based on the mental structures working behind the apparent text. The mental structures are basically building the cognitive ties which construct a cohesive form of the written text. Text is a combination of its six basic elements, which build schemata. This schemata structure is further divided in Argument structures and strategies. Richardson (2007) described a review of these strategies; here the writer has used two strategies;

##### 4.3.1 Drawing on the Emotions of the Readers

The writer has presented the pictures of children facing hardships in pursue of their education. The hard devotion of these children builds a soft corner in the minds of the reader for the cause for which they are toiling hard. This is an indirect strategy to show the importance of the cause and wins favor of the readers.

##### 4.3.2 Logical Argumentation.

All the participants in the interviews have discussed their point of view very convincingly and the reporter has presented it in direct speech to show that there is no forging of truth or manipulation of facts.

#### 4.4 Coherence and Local Meaning

##### a) Level of Degree of Completeness and Specificity:

The writer has tried to present it as a general picture of the sentiments of the people around in the neighborhood of China.

**b) Perspective:** the perspective is world politics generally but particularly the hegemonizing changes in the linguistic choices of the world. The Economic ties have been woven around all the motives of the users of any language. The linguistic Imperialism of the past has taken a new shape.

##### c) Implicitness

The implicit message is very clear and straight forward. The main argument is to diminish the value of local cultures and languages and a financial need creation in the mind of the local people to scarify their mother tongue as well as culture.

The cultural coup which comes with a language is presented through the mention of songs, movies, cartoons and literature.

#### 4.5 Style: Variations of Syntax, Lexicon and Sound

The Lexical choices are simple. These are intentionally kept simple so as to get access to as many readers as possible. The direct speech acts are used to create intimacy with the speakers. The whole text is divided into sentences and then into paragraphs which shows the same theme in the sentences. The points of views of the interviewers are distributed evenly, one in favor and the other against the proposition. This keeps the neutral air around the whole report.

#### 5. Conclusion

##### 5.1 Discussion on the Changing Scenario in the region

According to these reports and evidences we can assume that in the region of East Asia particularly China's economic power can replace the dominance of English but these chances are even less. A state of bilingual dominance may emerge in this region and CPEC would be strong evidence we can bring to support this assumption. After the complete implementations of all CPEC projects and after being the Gawadar port completely operational there may be a strong need for the people of this region particularly Pakistan to learn Chinese and English simultaneously. Recently the University of Engineering and



Technology (UET) Lahore has taken an initiative to teach Chinese language to engineering students (Chinese language course at UET (Dawn News July 29, 2015). In Pakistan, the Chinese language has attained a very prestigious level in academic settings especially at tertiary level to communicate with their respective peers. As a headline in a leading news paper of Lahore (<https://www.dawn.com/news/1197073>), says "A four-month Chinese language course for the faculty, students and technical staff at the University of Engineering and Technology (UET), Lahore on Tuesday" Because knowing Chinese language at a moderate level would make them stronger candidates in the future job market. As according to a report in (Digital Jungle 2015) due to this factor that China is globally tracking the business world at great speed; if you have HSK (Hanau Shipping Kasha, a Chinese proficiency test) qualification on your CV then it would be a great plus point for plenty of positions in global market and business industry. CPEC has been estimated for the opening of 70,000 direct jobs for the local people (Pakistani natives) and Chinese would be a huge bonus for any candidate to get the easier access to any position. As CPEC is considered to be the "regional connectivity" it would open new ways for the region and for the world to access new business and economic market, and learning Chinese Mandarin may be important for everyone who wants to join this great business hub. This shows that how economic powers influence the linguistic maps of the world and how linguistic hegemony dominates the other powers. Another paradox might be ignored that whether Chinese will be taught and learned on greater levels than before, yet the medium of instruction or communication or in another term the bridge that will link the L1 and Chinese will be English. Particularly if a Pakistani student learns Chinese he will take instructions in English to learn Chinese if he learn it from a native Chinese teacher or any foreign teacher.

## 5.2 According to ethnologic there is table of world's top eight languages with respect to the number of speakers. The Big Eight ethnologue.com

Table 3  
The largest spoken languages in the world

Languages	Total/worldwide	L1/native	L2/second
Standard Chinese	1,026 million	848 million	175 million
English	765 million	335 million	430 million
Spanish	466 million	406 million	60 million
Hindi	380 million	260 million	120 million
Russian	272 million	162 million	110 million
Arabic	354 million	n/a	354 million
Portuguese	217 million	202 million	15 million
French	119 million	69 million	50 million

In short the text has tried to present a changing scene in an elaborated way. It was very cleverly presented, so that the partiality may not surface. The lexical choices of the media discourse are suggestive.

## 6. Recommendations

Such studies are very beneficial to combat international hidden agendas. This is why must be promoted.

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## Appendix-A

### BBC Report

#### Magazine

### Is English or Mandarin the language of the future?

By Jennifer PakBBC News, Kuala Lumpur

22 February 2012



#### In today's Magazine

**English has been the dominant global language for a century, but is it the language of the future? If Mandarin Chinese is to challenge English globally, then it first has to conquer its own backyard, South East Asia.**

In Malaysia's southernmost city of Johor Bahru, the desire to speak good English has driven some children to make a remarkable two-hour journey to school every day.

Nine-year-old Aw Yee Han hops on a yellow mini van at 04:30. His passport is tucked inside a small pouch hung around his neck.

This makes it easier for him to show it to immigration officials when he reaches the Malaysian border.

His school is located on the other side, in Singapore, where unlike in Malaysia, English is the main language.

It's not your typical school run, but his mother, Shirley Chua thinks it's worth it.

"Science and maths are all written in English so it's essential for my son to be fluent in the language," she says.

An estimated 15,000 students from southern Johor state make the same bus journey across the border every day. It may seem like a drastic measure, but some parents don't trust the education system in Malaysia - they worry that the value of English is declining in the country.

Since independence from the British in 1957, the country has phased out schools that teach in English.

By the early 1980s, most students were learning in the national language of Malay.

As a result, analysts say Malaysian graduates became less employable in the IT sector.

"We've seen a drastic reduction in the standard of English in our country, not just among the students but I think among the teachers as well," says political commentator Ong Kian Ming.

Those who believe that English is important for their children's future either send their kids to expensive private schools or to Singapore, where the government has been credited as being far-sighted for adopting the language of its former colonial master.

Nearly three-quarters of the population in Singapore are ethnic Chinese but English is one of the national languages and very widely-spoken.

Many believe that this has helped the city state earn the title of being the easiest place to do business, by the World Bank.

However, the dominance of English is now being challenged by the rise of China in Singapore.

The Singapore Chinese Chamber Institute of Business has added Chinese classes for business use in recent years.

Students are being taught in Mandarin rather than the Hokkien dialect spoken by the older Chinese immigrants.

These courses have proved popular, ever since the government began providing subsidies for Singaporeans to learn Chinese in 2009 during the global financial crisis.

"The government pushed to provide them with an opportunity to upgrade themselves so as to prepare themselves for the economic upturn," says chamber spokesperson Alwyn Chia.

Some businesses are already desperate for Chinese speakers.

Lee Han Shih, who runs a multimedia company, says English is becoming less important to him financially because he is taking western clients to do business in China.

"So obviously you need to learn English but you also need to know Chinese," says Mr Lee.

As China's economic power grows, Mr Lee believes that Mandarin will overtake English. In fact, he has already been seeing hints of this.

"The decline of the English language probably follows the decline of the US dollar.

"If the renminbi is becoming the next reserve currency then you have to learn Chinese."

More and more, he says, places like Brazil and China are doing business in the renminbi, not the US dollar, so there is less of a need to use English.

## **Bilingualism**

Indeed, China's clout is growing in South East Asia, becoming the region's top trading partner.

But to say that Mandarin will rival English is a "bit of a stretch", says Manoj Vohra, Asia director at the Economist Intelligence Unit.

Even companies in China, who prefer to operate in Chinese, are looking for managers who speak both Mandarin and English if they want to expand abroad, he says.

"They tend to act as their bridges."

So the future of English is not a question of whether it will be overtaken by Mandarin, but whether it will co-exist with Chinese, says Vohra.

He believes bilingualism will triumph in South East Asia.

It is a sound economic argument, but in Vietnam's case, there is resistance to learning Mandarin.

The country may share a border with China, but the Vietnamese government's choice to not emphasise Mandarin is an emotional one, says leading economist Le Dang Doanh.



Chua fears her son's English will suffer in the Malaysian school system

"All the streets in Vietnam are named according to generals and emperors that have been fighting against the Chinese invasion for 2000 years," he says.

Tensions flared up again last May over the disputed waters of the South China Sea.

Anti-Chinese sentiment means that young Vietnamese are choosing to embrace English - the language of a defeated enemy. Many families still bear the psychological scars from the Vietnam War with the United States.

Yet there is no animosity towards English because the founding father of Vietnam, Ho Chi Minh, made a clear distinction between the so-called American imperialists who were bombarding Vietnam and the American people, says Le Dang Doanh.

Many Vietnamese who have lost family members during the war are now studying in America, he says.

"We never forget any victim in the past but in order to industrialise and normalise a country, Vietnam needs to speak English."

The Vietnamese government has an ambitious goal to ensure all young people leaving school by 2020 will have a good grasp of the English language.



But it's not hard for young Vietnamese to accept English. For some, the language offers a sense of freedom in Vietnam, where the one-party communist state retains a tight grip on all media.

In a public square in central Hanoi, a group of young men are break-dancing to the pulsing beats of western hip hop. Ngoc Tu, 20, says he only listens to English music.

"The Ministry of Culture has banned a lot of [Vietnamese] songs and any cultural publications that refer to freedom or rebellion but... English songs are not censored."

It is debatable whether English or Mandarin will dominate in South East Asia in the future. There are arguments for both on the economic front.

But culturally, there is no dispute.

Even Mandarin language enthusiasts like Singaporean businessman Mr Lee, says that English will remain popular so long as Hollywood exists.

The success of movies such as Kung Fu Panda, an American production about a Chinese animal, has caused a lot of anxiety in China, he says.

There have been many cartoons in China about pandas before, but none had reached commercial success, says Mr Lee.

"The moment Kung Fu Panda hit the cinemas everybody watched it. They bought the merchandise and they learned English."

Appendix-B BBC, 22<sup>nd</sup> Feb,2012

Line#	Text
1	<b>Is English or Mandarin the language of the future?</b>
2	<b>BBC News Magazine reports about the linguistic hegemony. English has been the dominant</b>
3	<b>global language for a century, but is it the language of the future?</b>
4	<b>If Mandarin Chinese is to challenge English globally,</b> then it first has to conquer its own backyard,
5	South East Asia. In Malaysia's southernmost city of Johor Bahru, the desire to speak good English
6	has driven some children to make a remarkable two-hour journey to school every day. Nine-year-old
7	Aw Yee Han hops on a yellow mini-van at 04:30. His passport is tucked inside a small pouch hung
8	around his neck. This makes it easier for him to show it to immigration officials when he reaches the
9	Malaysian border. His school is school is located on the other side, in Singapore, where unlike in
10	Malaysia, English is the main language. It's not your typical school run, but his mother, Shirley Chua
11	thinks it's worth it. "Science and maths are all written in English so it's essential for my son to be
12	fluent in the language," she says.
13	<b>An estimated 15,000 students from southern Johor</b> state make the same bus journey across the
14	border every day. It may seem like a drastic measure, but some parents don't trust the education
15	system in Malaysia – they worry that the value of English is declining in the country. Since
16	independence from the British in 1957, the country has phased out schools that teach in English. By
17	the early 1980s, most students were learning in the national language of Malay.
18	<b>As a result, analysts say Malaysian graduates became less employable in the IT sector.</b> "We've
19	seen a drastic reduction in the standard of English in our country, not just among the students but I
20	think among the teachers as well," says political commentator Ong Kian Ming. Those who believe
21	that English is important for their children's future either send their kids to expensive private schools
22	or to Singapore, where the government has been credited as being far-sighted for adopting the
23	language of its former colonial master.
24	<b>Nearly three-quarters of the population in Singapore are ethnic Chinese</b> but English is one f the
25	national languages and very widely-spoken. Many believe that this helped the city state earn the title
26	of being the easiest place to do business by the World Bank. However, the dominance of English is
27	now being challenged by the rise of China in Singapore. The Singapore Chinese Chamber Institute
28	of Business has added Chinese classes for business use in recent years. Students are being taught in
29	Mandarin rather than the Hokkien dialect spoken by the older Chinese immigrants.
30	<b>These courses have proved popular,</b> ever since the government began providing subsidies for
31	Singaporeans to learn Chinese in 2009 during the global financial crisis. "the government pushed to
32	provide them with an opportunity to upgrade themselves so as to prepare themselves for the
33	economic upturn," says chamber spokesperson Alwyn Chia.
34	<b>Some businesses are already desperate for Chinese speakers.</b> Lee Han Shih, who runs a
35	multimedia company, says English is becoming less important to him financially because he is taking
36	western clients to do business in China. "So obviously you need to learn English but you also need
37	to know Chinese," says Mr Lee. As China's economic power grows, Mr Lee believes that Mandarin
38	will overtake English. In fact, he has already been seeing hints of this. "The decline of the English
39	language probably follows the decline of the US dollar. "If the renminbi is becoming the next reserve
40	currency then you have to learn Chinese" More and more, he says, places like Brazil and China are
41	doing business in the renminbi, not the US dollar, so there is less of a need to use English.
42	<b>Bilingualism is indeed, China's clout is growing in South East Asia,</b> becoming the region's top
43	trading partner. But to say that Mandarin will rival English is a "bit of stretch", says Manoj Vohra,
44	Asia director at the Economist Intelligence Unit.
45	<b>Even companies in China,</b> who prefer to operate in Chinese, are looking for managers who speak
46	both Mandarin and English if they want to expand abroad, he says. "They tend to act as their
47	



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**He believes bilingualism will triumph** in South East Asia. It is a sound economic argument, but in Vietnam’s case, there is resistance to learning Mandarin. The country may shares a border with China, but the Vietnamese government’s choice to not emphasise Mandarin is an emotional one, says leading economist Le Dang Doanh. “All the streets in Vietnam are named according to generals and emperors that have been fighting against the Chinese invasion for 2000 years,” he says. Tensions flared up against last May over the disputed waters of South China Sea.

**Anti-Chinese sentiment** means that young Vietnamese are choosing to embrace English- the language of a defeated enemy. Many families still bear the psychological scars from the Vietnam War with the United States. Yet there is no animosity towards English because the founding father of Vietnam, Ho Chi Minh, made a clear distinction between the so-called American imperialists who are bombarding Vietnam and the American people, says Le Dang Doanh.

**Many Vietnamese who have lost family** members during the war are now studying in America, he says. “We never forget any victim in the past but in order to industrialize and normalize a country, Vietnam needs to speak English.” The Vietnamese government has an ambitious goal to ensure all young people leaving school by 2020 will have a good grasp of the English language. But it’s not hard for young Vietnamese to accept English. For some, the language offers a sense of freedom in Vietnam, where the one-party communist state retains a tight grip on all media.

**In a public square in central Honai**, a group of young men are break-dancing to the pulsing beats of western hip hop. Ngoc Yu, “0, says he only listens to English music. “The Ministry of Culture has banned a lot of [Vietnamese] songs and any cultural publications that refer to freedom or rebellion... English songs are not censored.” It is debatable whether English or Mandarin will dominate in South East Asia in the future.

**There are arguments for both on the economic front. But culturally, there is no dispute.** Even Mandarin language enthusiasts like Singaporean businessman Mr Lee, says that English will remain popular so long as Hollywood exists. The success of movies such as Kung Fu Panda, an American production about a Chinese animal, has caused a lot of anxiety in china, he says. There have been many cartoons in China about pandas before, but none had reached commercial success, says Mr Lee. “The moment Kung Fu Panda hit the cinemas everybody watched it. They bought the merchandise and they learned English.

## Appendix-C

### [NUML to teach Chinese to Baloch people, Balochi to Chinese nationals](#)

[SYED IRFAN RAZA](#) UPDATED AUG 08, 2016 08:47AM

**ISLAMABAD: The National University of Modern Languages (NUML) will set up a campus in Gwadar primarily to teach Chinese language to the people of Balochistan and Balochi language to Chinese nationals.**

The purpose is to enable local people to play an effective role in trade and economic activities likely to be generated after completion of the Gwadar Port and the China-Pakistan Economic Corridor (CPEC) project being implemented with the financial help and participation of China.

According to a senior official of the presidency, President Mamnoon Hussain has given directives to the NUML administration for establishing a campus in Gwadar to keep the people of the area abreast of the future needs and opportunities.

He said the president, who is chancellor of NUML, held a series of meetings with the officials of the university and issued directives for early opening of the Gwadar campus. The president has announced a grant of Rs15 million for the establishment of the NUML campus in Gwadar and directed the Balochistan government to provide land for it.

### ADVERTISEMENT

He urged the provincial government to provide a building to NUML on temporary basis till the construction of its own building.

He called for the early establishment of the campus and said he had made it mandatory for NUML to teach the Chinese language there. The people of the port city would be given priority in admissions, he added. He said the NUML campus in Gwadar would help the local people to become part of the workforce for the Gwadar Port and other Pakistan-China joint ventures.

NUML Registrar Aminullah Khan told Dawn that the basic aim behind the establishment of the Gwadar campus was to teach the Chinese language to Baloch people and Balochi to Chinese nationals.

He said that initially the university would offer courses in four languages — Chinese, Balochi, Arabic and English — and with the passage of time more languages could be added.

The registrar said a survey recently conducted by NUML had found that the people of Balochistan were quite eager to learn the Chinese language so that they could land jobs and other opportunities.

He said that sensing the future needs the Punjab government had already made the teaching of Chinese language mandatory for all schools, colleges and some universities.

Talking about the grant announced by the president, he said the university had received Rs15m for the establishment of the Gwadar campus. But, he added, the university required Rs26m for the purpose.

“We require Rs26m for furniture, equipment and one-year salary of staff provided the Balochistan government gives us at least two buildings to run the campus,” he said.

The official said that for the long-term arrangement NUML would have to construct its own building for which millions of rupees would be required.

“We have written to the president, the Higher Education Commission and the education ministry to use their good offices to ask the Balochistan government to provide land so that NUML can construct its own building in Gwadar,” he said.

It has been learnt that during the visit of President Mamnoon Hussain to China in February, 2014, and the subsequent visit of Prime Minister Nawaz Sharif in April intensive consultations were held over the proposal. During the visit of Chinese President Xi Jinping to Pakistan in April last year, the proposal was officially finalised.

Apart from the known infrastructure and energy projects, the two countries have realised that they should have more social, economic, technological, and even cultural cooperation and that is the reason the Industrial and Commercial Bank of China has set up a branch in Lahore.

The ministries of science and technology in the two countries jointly established the China-Pakistan Joint Cotton Bio-Tech Laboratory and NUML and Xinjiang University have jointly established the NUML International Centre of Education. The China Culture Centre has also been established in Pakistan.

*Published in Dawn, August 8th, 2016*

## Appendix-D

### **THE EXPRESS TRIBUNE > PAKISTAN**

#### **Sindh govt unveils ambitious plan to teach Mandarin**

Published: September 5, 2011



Classes to start this year at Cadet College Petaro.

**KARACHI:**

The official language of China, Mandarin, could become a compulsory subject across schools in Sindh from the year 2013 if all goes to plan. Chief Minister Qaim Ali Shah made this announcement on Sunday after a meeting with the education department at CM House in Karachi. As an 'experiment', Cadet College Petaro will become the first institution to start, with its sixth grade students this year. Its principal, Commander Afzal Malik, told *The Express Tribune* that the proposal is still fledgling and they need to work out a plan. "I can only say that I would like to start it as soon as possible as China is a big neighbour and big economy and offers us great potential," he said, when asked how it would affect students. Teaching Mandarin in Sindh was proposed during the president's last visit to the People's Republic of China. "The next generation is of the Chinese," said an official who attended the meeting. People in China are learning Urdu and it would be only beneficial for the people of Pakistan to learn Chinese, which would help get them exposure in their growing economy. So far, only an understanding exists at the government level but soon, help will be sought from education circles in China to go ahead with the plan in Pakistan. Aside from teachers, a syllabus will have to be prepared and it will need to be approved by the bureau of curriculum policy. The chief minister announced that as an incentive, students who complete the study of Chinese till Matric and higher classes will be given scholarships for further study. They could be rewarded with marks, international educational scholarships, international tours and training. The question arises, however, how Sindh's high schools will be able to teach a foreign language when it struggles to maintain standards for Sindhi, Urdu and English. The official who attended the meeting acknowledged these challenges and said that this was why they were thinking of only implementing it as a pilot project first in 2013. The meeting was attended by senior provincial minister for education and literacy, Pir Mazharul Haq, Salman Farooqi, education secretary Mohammad Siddiq Memon, among others.

*Published in The Express Tribune, September 5<sup>th</sup>, 2011.*

## Appendix-F

### Mandarin lessons to become compulsory in Pakistan

Lessons in Mandarin could become compulsory for schoolchildren in parts of Pakistan under ambitious plans to capitalise on the growing influence of Chinese companies.



According to recent studies learning to speak Mandarin and Vietnamese as a child helps make you more musical Photo: GETTY



By [Rob Crilly](#), Islamabad  
12:21PM BST 20 Sep 2011

A pilot project will be launched later this year in the southern province of Sindh as Pakistan looks to further strengthen ties with its giant neighbour.

While Islamabad and Washington continue to eye each other warily – and a planned visit by President **Barack Obama** has been postponed – 2011 has already been declared the year of "Pak-China Friendship".

The country's cricketing authorities have even considered playing Test matches in China while touring sides avoid Pakistan for fear of terrorist attack.

Now, education authorities in Sindh say they plan to make Mandarin compulsory in schools from Class 6 (10- and 11-year-olds).

"Our trade, educational and other relations are growing with China everyday and now it is necessary for our younger generation to have command over their language," said Pir Mazhar-ul-Haq, senior provincial education minister, as he unveiled the policy.

### **Related Articles**

Learning the language may earn pupils scholarships or trips to China, according to officials

The plan has many critics, however, who say the policy is driven by political considerations. They point out that Pakistan has few Chinese language teachers and an already overstretched education system.

Zubeida Mustafa, columnist and author of *Tyranny of Language in Education*, accused the Sindh government as moving further into "mass confusion".

"As is our wont, a handful of unqualified policymakers have taken the hasty decision with no planning having gone into it," she wrote.

Pakistan is not the only country to take up Mandarin or Cantonese as China's economic growth transforms world trade.

In July, Swedish officials announced that all primary schools would offer classes in Chinese within 10 years.

But in recent months Pakistan has repeatedly talked up its ties with China – worth \$8.7bn in trade each year, a figure expected to almost double in the next three years – as its relationship with the US has soured. Earlier this year, Pakistan opened a nuclear reactor built with Chinese expertise and the country is now believed to be Islamabad's biggest supplier of military equipment, including warships and fighter jets.

In May, with his country still reeling from the US's secret raid to kill Osama bin Laden, Yousuf Raza Gilani, Pakistan's prime minister, thanked China for its uncompromising support.

"We are proud to have China as our best and most trusted friend, and China will always find Pakistan standing beside it at all times," he said shortly before a visit to Beijing.





## Appendix-G



## Appendix-H

Extent of Mandarin (dark green) and Jin (light green) dialect groups, based on *Language Atlas of China*, by Stephen Adolphe Wurm, Rong Li, Theo Baumann and Mei W. Lee, Longman, 1987, [ISBN 978-962-359-085-3](https://doi.org/10.1017/CBO9780511525387).

